DOCUMENT RESUME

ED 380 686 CE 068 679

AUTHOR Medina, Muriel; And Others
TITLE Essential Communication and Documentation Skills. Module: Writing Your Logs and Reports.
INSTITUTION State Univ. of New York, Albany. Rockefeller Coll.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE Jul 94
NOTE 87p.; For related documents, see CE 068 670-680.
AVAILABLE FROM Rockefeller College Workplace Literacy Program, Professional Development Program, State University of New York at Albany, Richardson Hall, Room 381, 135 Western Avenue, Albany, NY 12222.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Adult Basic Education; Basic Skills; Behavioral Objectives; *Child Caregivers; Child Care Occupations; *Communication Skills; Curriculum Guides; Editing; Inservice Education; Instructional Materials; Job Skills; Learning Activities; Learning Modules; *Literacy Education; *Recordkeeping; Records (Forms); *Reports; Residential Institutions; Social Services; Student Evaluation; Writing Skills; Youth Problems; Youth Programs
IDENTIFIERS *Workplace Literacy

ABSTRACT

This module is the ninth of 10 in the Essential Communication and Documentation Skills curriculum. It develops the ability to write logs and reports, a workplace literacy skill identified as being directly related to the job of the direct care worker. The curriculum is designed to improve the competence of New York State Division for Youth direct care staff using contextualized workplace learning materials. The preface and introduction provide information on the curriculum's structure, how to use the curriculum, and how to implement the program. The module is divided into seven sections. The design cover sheet gives an overview of the module design: purpose, methods, performance objectives, and evaluation procedures. The preparation cover sheet lists the following: physical setting, equipment and supplies required, media support, necessary participant materials and handouts, instructor's materials and preparation steps, and options or variations in delivery. The presentation overview lists the method, purpose, and estimated time for the following activities: introduction; preparing to write unit log entries; preparing to write behavior/incident/activity reports; developing skits; preparing for observation and documentation of skit activities; skit performance, observation, log writing, and report writing--part 1; review of writing mechanics; behavior/incident/activity report editing process--self-assessment; behavior/incident/activity report editing process--working with an editing partner; rewriting the reports; debriefing discussion; skit performance, observation, and log writing--part 2; report writing--part 2; self-assessment--part 2; working with an editing partner--part 2; rewriting--part 2; critiquing the process--celebrating the products; and summary and closure. The presentation guide for the trainer is a comprehensive and detailed guide for the delivery of the module activities. Flipchart masters are followed by supplemental notes and materials for the trainer. A participant materials section provides a packet of materials each participant should receive. (YLB)

ED 380 686

Essential Communication and Documentation Skills Module: Writing Your Logs and Reports

Rockefeller College Workplace Literacy Program

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CE068679

BEST COPY AVAILABLE

ESSENTIAL COMMUNICATION AND DOCUMENTATION SKILLS

for the New York State Division for Youth

This document was conceived and developed in New York State and produced under a United States Department of Education National Workplace Literacy Program Grant (FY 1992) within a project administered by the Rockefeller College Professional Development Program, University at Albany, State University of New York, in partnership with the New York State Governor's Office of Employee Relations, the Civil Service Employees' Association, the New York State Division for Youth, and through the administration of the Research Foundation, State University of New York. The contents of this manual do not necessarily represent the policy of the Department of Education but rather are reflective of the philosophy and approach of the grant recipient that administered the local project and all the partners and helpers identified with the project. The following individuals acted as official representatives for the partnership organizations.

University at Albany, State University of New York
Joanne Casabella, Administrative Officer, Office for Research
Thomas J. Kinney, Director, Professional Development Program
Eugene J. Monaco, Deputy Director, Professional Development Program
Christine A. Katchmar, Workplace Literacy Project Director, Professional Development Program

New York State Division for Youth
Judith Blair, Director, Bureau of Staff Development and Training
Margaret Davis, Assistant Director, Bureau of Staff Development and Training
Brian Caldwell, Agency Training and Development Specialist, Bureau of Staff Development and Training

Governor's Office of Employee Relations
Diane Wagner, Program Administrator, Project Reach
Harriet Spector, Employee Relations Assistant, Project Reach

Civil Service Employees' Association
Ira Baumgarten, Director of Labor Education Action Program

The curriculum was designed to improve the competency of Division for Youth Direct Care Staff in the workplace areas of reading, writing, listening, speaking, observation, and decision making using contextualized workplace learning materials. Two additional accomplished goals were to help institutionalize DFY's capacity to provide continuing workplace literacy instruction and support beyond the funding period, and provide a replicable model of contextual learning for the juvenile justice and adult literacy fields. The Professional Development Program of Rockefeller College, University at Albany, State University of New York, invites your questions regarding this project. The materials and ideas are available for duplication and use upon request to Rockefeller College Professional Development Program.

Albany, New York
July 1994

ACKNOWLEDGMENTS

The *Essential Communication and Documentation Skills for the New York State Division for Youth* curriculum manual with all its companion pieces and supplementary products came to fruition through the talents and commitments of many individuals. We would like to acknowledge all those for their efforts and to give special mention to the individuals and groups listed below, whose contributions were particularly valuable.

We acknowledge the New York State Division for Youth for welcoming this project and curriculum into its strategic training plan, and for providing the many staff members, the time, and the resources that were dedicated to the project implementation and curriculum development. We especially acknowledge the efforts of Brian Caldwell, Margaret Davis and Judith Blair of the Division's Bureau of Training and Development. Also appreciated are the staff of the Division for Youth's Training Centers, including but not limited to Greg Gallina, Terry Keith Smith, and Reginald Osterhoudt of the Highland and Pyramid Training Centers; Gale Smith, Patsy Murray, Munna Rubail, and Debra Peete of the MacCormack Training Center; Rick Quinn of the Industry Training Center; and Phyllis Patricelli, Dena Thompson, Margaret Smith, and Margaret Kinney Trolio of the Tryon Training Center. Many personnel from the DFY Central Office also deserve appreciation, particularly the support staff, including Sandy Vanier, Karen Tribley-Smith, Suzanne Pohlmann, and Shirley Clark. We would like to give special acknowledgments to the many Youth Division Aides, supervisors, and managers from throughout the New York State Division for Youth who willingly participated in the literacy task analyses, the focus groups, the field tests of the curriculum, the pilot tests, and the many other activities that were instrumental in bringing this curriculum and project to its final state.

We thank Diane Wagner of the New York State Governor's Office of Employee Relations - Project REACH for all recommendations and guidance related to REACH and tutoring issues for New York State government and for being the inspiration behind the original project proposal to the National Workplace Literacy Program. Without Diane's expertise in the operation of REACH across all New York State agencies and her close working relationship with Literacy Volunteers of America - New York State, the tutoring component of this project could not have been implemented.

We further appreciate the insight and involvement of Ira Baumgarten of the New York State Civil Service Employee's Association, Project LEAP who, as the representative for the labor perspective, continually brought the implementation of project elements and the development of the curriculum around to an awareness of the worker's need. His breadth of experience in varying levels of educational programming across the agencies of New York State Government provided a valuable perspective regarding the institutionalization process within the Division for Youth.

We would also like to give acknowledgment to Jorie Philippi, Principal Evaluator, Performance Plus Learning Consultants, Inc. as the external evaluator of the project. In providing insightful feedback through interim evaluation reports and numerous discussions, Ms. Philippi helped to keep the project on course and true to its goals and objectives. Her experience in evaluating and implementing numerous workplace literacy programs throughout the United States under the United States Department of Education's sponsorship and as a private consultant served the project well. She was able to quell anxieties as well as provide expert advice for program development and operation through all phases of the project implementation. Her efforts and expertise are greatly appreciated.

We thank the members of the Literacy Advisory Committee and the Program Planning Committee for their time commitment and expert advice regarding project design and implementation from the varying perspectives that each member brought to the meetings and other sessions.

At the Rockefeller Professional Development Program we would like to acknowledge Judith Anderson, Computer Specialist, Sally Berdan, Director of Publications, George Dowse, Graphic Artist, and Bob Richardson, Senior Editor, for consultation in their areas of expertise. And, finally, for his professional oversight and unflagging support throughout the entire project design and implementation, we thank Eugene J. Monaco, Special Assistant to the Provost of Rockefeller College for Professional Development, Training, and Research.

The drafts of the curriculum and all companion pieces were the products of a team of expert curriculum developers consisting of Muriel Medina, Ph.D., Mary Hall, and Christine Katchmar of Rockefeller College and Brian Caldwell of the New York State Division for Youth, ably assisted in word processing and graphic design by Sandy Guntner and Mary Campney of Rockefeller College. The creative dynamic that this team achieved and maintained during the arduous curriculum development process was instrumental in achieving the high quality that the final products have. The willingness of all team members to work above and beyond the regular work periods all across New York State was reflective of the level of commitment to a quality effort. The level of collaboration between the work site representative and the educational representative that was achieved by the members of the team helped to make the curriculum a truly contextualized workplace literacy product. We appreciate all the efforts of this talented team.

PREFACE

Essential Communication and Documentation Skills for Youth Division Aides of the New York State Division for Youth was conceived and developed in New York State and produced under a United States Department of Education National Workplace Literacy Program Grant (FY 1992) within a project administered by the Rockefeller College Professional Development Program, University at Albany, State University of New York in partnership with the New York State Governor's Office of Employee Relations, the Civil Service Employees' Association, the New York State Division for Youth, and through the administration of the Research Foundation, State University of New York. The contents of this manual do not necessarily represent the policy of the Department of Education but rather are reflective of the philosophy and approach of the grant recipient that administered the local project – the Rockefeller College Professional Development Program – and all the partners and helpers identified with the project.

The National Workplace Literacy Program

Workplace literacy has come to the forefront in adult education within the last ten years as increasing attention has focused on the skills needed for the average adult to compete successfully in the workplace of today and the future. To compete in a global economy American workers must have strong basic skills and more: they must be able to use the latest technology and up-to-date service and production techniques; they must be able to think critically, solve problems, and make decisions; they must be able to work in teams and have a high level of independence with less and less reliance on supervision; they must have strong communication skills. Congress created the NWLP in response to concerns that an increasing percentage of the American work force lacked the skills to compete in the world marketplace.

Since 1988 the NWLP has provided grants to fund local projects that are operated by exemplary partnerships of business, labor, and educational organizations. These partnerships are funded to provide services that will improve the productivity of the work force through the improvement of basic skills needed in the workplace. These projects focus on developing the knowledge and the ability of workers in a specific job context to apply a broad spectrum of literacy and reasoning skills to job performance in their immediate employment that will be transportable to future jobs in other employment contexts. Workplace literacy is much broader than generic reading and writing; today's basic skills go beyond that.

Originally the NWLP was part of the Omnibus Trade and Competitiveness Act of 1988 and was later incorporated in the Hawkins-Stafford Elementary and Secondary School Improvement Act of 1988. The National Literacy Act of 1991 amended the program to be as it is presently. The NWLP is administered by the U.S. Department of Education's Office of Vocational and Adult Education (OVAE) within the Division of Adult Education and Literacy (DAEL). The program continues to exist within the larger context of the Goals 2000 Educate America Act, Goal 5, that, "Every adult (be) literate and able to compete in the workforce."

The Rockefeller College Workplace Literacy Project

In 1992 a partnership was formed in New York State between the Professional Development Program of Rockefeller College, University at Albany, State University of New York; the Civil Service Employees' Association, Inc.; and the New York State Governor's Office of Employee Relations - Project REACH. Rockefeller College represented the educational component, CSEA presented the labor perspective, and GOER-Project REACH brought the management view. Rockefeller College submitted a proposal to the NWLP to develop and implement a job-related basic skills curriculum for the New York State agency determined by CSEA / GOER-Project REACH to be the recipient of the educational and other services of the grant. The New York State Division for Youth (DFY) was that agency and its direct care workers, the Youth Division Aides (YDAs), the targeted employees.

In 1993 Rockefeller College received the grant to carry out the proposed project plan. The project drew upon the resources of all the partners. Accomplishment of the goals has been reflective of the cooperation and commitment that was given by all throughout the year-and-a- half of the grant period, especially by the NYSDFY. As the recipient of the grant services, it was the workplace context of the project and all instructional services were delivered to its employees. Their role was key to the success of the grant implementation, and the level of success can be attributed to their efforts and commitment to institutionalize workplace literacy within the juvenile justice system of New York State. This project serves as a demonstration project from which other like systems can draw parallels and conclusions for similar implementation.

Project Goals

The proposal to the NWLP articulated specific goals to be achieved. They were as follows.

- To produce literacy gains upgrading the workplace literacy skills of a targeted population of NYS employees (Youth Division Aides of the New York State Division for Youth) in order to help them satisfactorily complete a competency-based job traineeship and increase job productivity by improving their workplace reading, writing, listening, speaking, reasoning, and problem solving
- To demonstrate a model workplace literacy program for this category of worker and job title through the development of a model of contextualized learning using a curriculum and training design that could be replicated across the juvenile justice system
- To evaluate the project and share findings with the adult literacy and the juvenile justice fields
- To develop in the New York State Division for Youth the capacity to provide continuing workplace literacy instruction and support beyond the funding period

The Educational Program

As indicated, the adult population determined to receive the services of this partnership project consisted of the Youth Division Aides (YDAs) of the New York State Division for Youth (DFY). These employees are the front line workers in DFY's youth residential facilities. They provide direct supervision for the youth who have been assigned by the courts to these facilities. Their successful job performance is highly dependent upon workplace literacy skills.

In developing a curriculum for this population, an in-depth study was made of the reading, writing, speaking, listening, reasoning, and decision-making skills used on the job by experienced YDAs considered by supervisors and administrators to be strong employees. This study included observing YDAs in DFY residential facilities throughout New York State, interviewing YDAs and their supervisors, and analyzing the printed material used in the facilities. Initial input from focus groups and an Advisory Committee of Administrators, supervisors, and employees of DFY was integral to the curriculum development. This input, combined with the results of the extensive field work, laid the foundation for development of the 40-hour curriculum entitled *Essential Communication and Documentation Skills*. The curriculum was further refined .and developed by extensive review and input from training staff and supervisors of DFY.

The final *Essentials* curriculum is comprehensive, evolving around the following educational goals:

- To enhance the YDA's awareness of the communication and documentation skills and responsibilities required at DFY
- To identify their own strengths and areas for improvement in observation, decision making, oral communication, reading, and writing
- To learn strategies for strengthening their skills in observation, decision making, oral communication, reading, and writing
- To develop ownership for their own learning in training and on the job at DFY

YDAs were selected by supervisors to attend Essentials for the first six months of operation of the program. The curriculum is now a core component of the training given by DFY to all newly- hired YDAs. It is delivered in a one-week, 40-hour span during the regular work day. It has become the third week of DFY's Basic In-Service training for all newly hired YDAs, and all new YDAs are mandated to go through the program. The programs have been conducted across the state close to DFY residential facilities in order to increase ease of access for employees. In the future, they may be delivered at a central employee training academy. The curriculum is modularized according to critical skills and content areas; this makes it possible to deliver selected modules to more veteran employees, as needed. The curriculum as designed is complete for the general YDA population and is intended to be supplemented with additional services. such as tutoring, for select YDAs.

The Tutoring Component

The impetus for the proposal to the NWLP for this project came from Project REACH, which, with CSEA, had had broad statewide experience with workers like the DFY YDA, and which had become well aware of the literacy needs of New York state employees. The tutoring component of this workplace literacy project was provided through Project REACH and CSEA's in-kind support. Project REACH is the workplace basic skills program available to all CSEA-represented New York State employees. Project REACH is a joint labor/management initiative funded and operated by the New York State Governor's Office of Employee Relations and the Civil Service Employees Association, Inc. REACH has been providing basic skills instruction and support for New York State employees since 1986.

Both CSEA and GOER -Project REACH had been involved with an earlier NWLP project targeting another New York State agency, and they had become aware of the need for some employees to receive additional support beyond the classroom instruction provided through the core curriculum of such a project. Therefore, the proposal to the NWLP included a tutoring component supplementing the core educational experience that the YDA received through the 40-hour *Essentials* program, if needed.

Since Project REACH and CSEA had a long-term, ongoing relationship with Literacy Volunteers of America - New York State in providing tutoring services to employees of New York State agencies, the logic of incorporating the LVA tutor program into this project was clear. It is within the parameters of this working relationship that the tutoring component was designed and developed. As designed, DFY YDAs are invited to set up tutoring sessions with an LVA NYS tutor through GOER-Project REACH. The YDA attends tutoring either on his/her own time, or during the workday with one-half of the session donated by DFY as an hour of compensated employment and the other half given from the employee's time.

Two supplemental products, *The Guide to Contextualized Workplace Tutoring* for Tutors and its companion, the *Affiliate Administrator's Guide*, were developed through the project to assist LVA volunteers with the tutoring of the YDA to insure that the tutoring complemented the *Essentials* program and was contextualized to the DFY workplace. The *Affiliate Administrator's Guide* assists LVA NYS Affiliate Administrators in implementing the tutoring within their local affiliate and its ongoing association with Project REACH. These products were collaborative efforts of LVA NYS, Project REACH, NYS DFY, and Rockefeller College.

Unique Project Features

The *Essentials* curriculum was carefully designed to improve the competency of Division for Youth direct care staff in the workplace areas of observation, reading, writing, listening, speaking, and decision making using contextualized workplace learning materials. Two additional goals to be accomplished were to help institutionalize DFY's capacity to provide continuing workplace literacy instruction and support beyond the funding period, and provide a replicable model of contextual learning. These goals were projected to be accomplished through some unique features, as follows:

- A 40-hour customized curriculum with all training materials contextualized to the workplace of the New York State Division for Youth and the job of the Youth Division Aide
- A customized workplace literacy skills assessment that would inform instruction and be used as the basis of the YDA's Individual Development Plan
- A 4-hour learning skills module that would be incorporated into the 40-hour curriculum
- Delivery of the 40-hour curriculum to DFY Youth Division Aides throughout New York State in DFY Training Centers supplemented with follow-up tutoring and mentoring at the worksite
- Training Center and home unit teams that would include instructors, mentors, and tutors to implement the Individual Development Plans
- Training modules and program guides for instructors, mentors, and tutors
- Periodic administration of workplace literacy assessment measures to examine the effects of training
- Training of trainers to develop up to 50 instructors able to deliver the 40-hour curriculum in order to create the capacity to continue the program after NWLP funding ceased
- Dissemination of the curriculum to the adult literacy and juvenile justice fields
- Program evaluation following the CIPP model and conducted by Performance Plus Learning Consultants, Inc., Jorie Philippi, Principal Evaluator

The materials and ideas contained in this manual are available for duplication and use upon request to Rockefeller College. The video tape mentioned in the curriculum, as well as both the tutoring component supplemental materials, *Guide to Contextualized Workplace Tutoring* and *Affiliate Administrator's Guide* are available upon request. The hope is that the curriculum and other products will be instrumental for others to continue the work conceived and initiated within the New York State Division for Youth by Rockefeller College and its partners through the Rockefeller College Workplace Literacy Program and the United States Department of Education National Workplace Literacy Program.

The Rockefeller College Professional Development Program is pleased to have been a part of such a dynamic and collaborative development process. We invite your questions regarding this project and the *Essential Communication and Documentation Skills* curriculum manual and its supplementary products. You may reach us at 518-442-5422 (phone); 518-442-5768 (fax), or you may write our offices at 135 Western Avenue, Richardson Hall, Albany, New York 12222.

Christine A. Katchmar, Program Director
Albany, New York
December 1994

FOR THE TRAINER:

Using the Curriculum Manual for *Essential Communication and Documentation Skills*

Introduction to the Curriculum

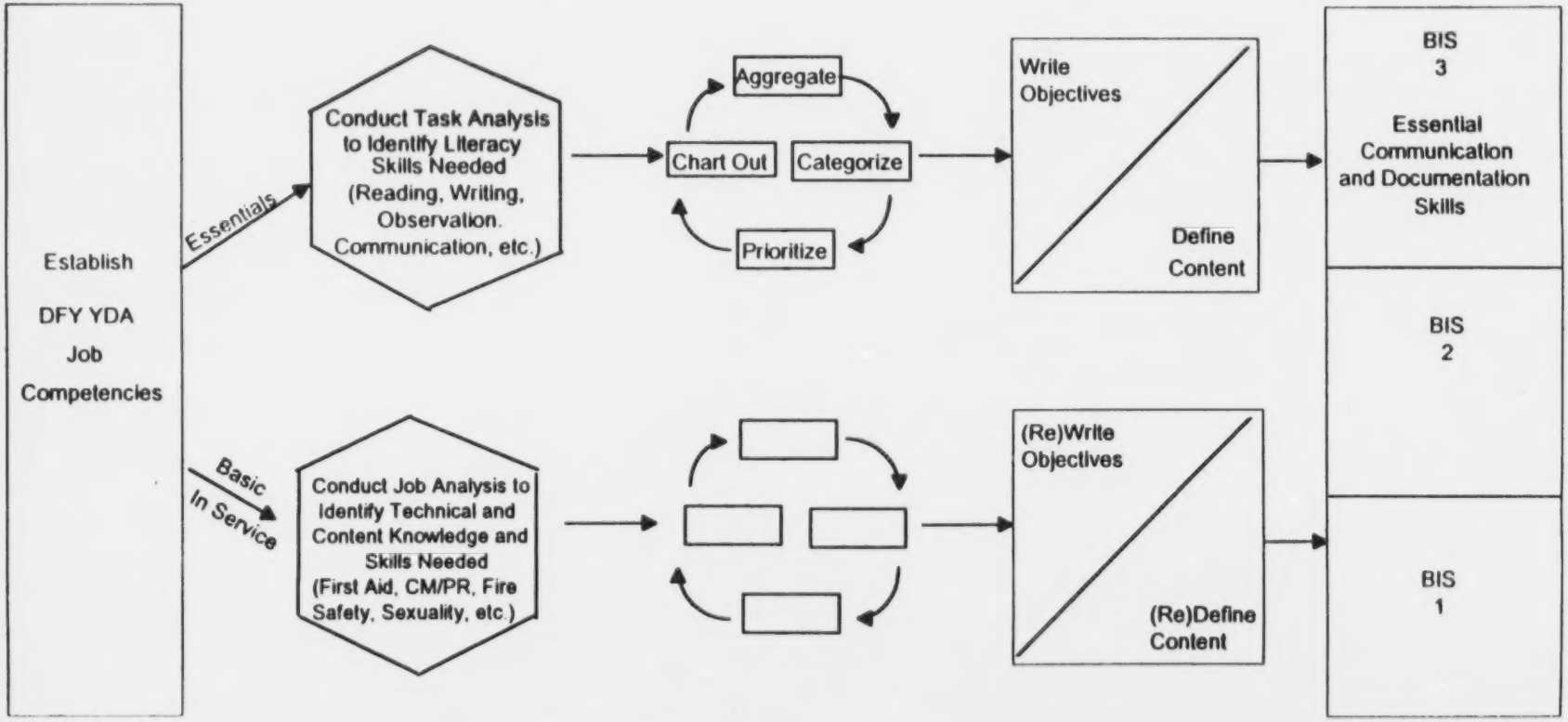
Welcome to *Essential Communication and Documentation Skills*, a comprehensive workplace literacy curriculum that was developed in 1993-4 for and in collaboration with the New York State Division for Youth through the Rockefeller College Workplace Literacy Program under the auspices of a National Workplace Literacy Program grant (FY 92) in partnership with the NYS GOER - Project REACH and CSEA. The curriculum was designed to improve the ability of the New York State Division for Youth's direct care staff to do their jobs better in the residential facilities of the Division for Youth throughout New York State.

Essentials is not job training; it is a workplace literacy program, designed to improve worker competencies in the areas of workplace, reading, writing, listening, speaking, observation, and decision making both on basic and higher order skill and knowledge levels. *Essentials* is an example of contextualized learning. This means it is based on the working environment and materials where the trainees work, in this case the New York State Division for Youth (NYSDFY).

As you review the *Essentials* curriculum manual, you will notice that all training materials are contextualized to the workplace of the New York State Division for Youth and the specific job of the Youth Division Aide. Actual workplace materials from the DFY facilities are used as the basis for instruction, especially in the Reading and Form Documentation modules. The curriculum was developed using the curriculum development model shown in Figure 1.

While this curriculum manual is intended to be a resource that a trainer can use as a guide for conducting the *Essentials* training at the DFY Training Centers across New York State, it can also be used to develop specific lessons or plans for similar instruction for similar employees at like work sites. The curriculum follows an adult learning instructional philosophy and presents general principles as well as detailed instructions for conducting a successful training program contextualized to the juvenile justice workplace and the job of the direct care worker. It is recommended that agencies outside of the NYS Division for Youth who wish to use this curriculum develop instructional materials from their own work sites to enhance the transfer of skill development from training to on-the-job. Rockefeller College offers technical assistance and training that would assist your agency in this tailoring process. However, tailoring is not required; the basic and higher order skills that are targeted for development can be successfully addressed with other audiences using the materials in the manual. Other agencies will be able to successfully adapt this curriculum to their workplace training by using the examples of materials found in this manual

CURRICULUM DEVELOPMENT PROCESS
for
Revision of NYS DFY Basic In Service Training Program



Philosophy

The philosophy underlying *Essentials* shaped the content and instructional processes of the curriculum as well as the roles of the participants and the trainers in the learning.

Literacy is viewed as the ability to accomplish tasks rather than knowing a set of isolated skills that are ends in themselves - both basic and higher order. Participants strengthen their skill and knowledge within the framework of work-related tasks through both individual and collaborative practices, completing these tasks that simulate practices on the job.

Participants are viewed as competent adults who bring much to the training. The content of *Essentials* incorporates the YDA's knowledge of youth care and of DFY procedures and regulations and builds on existing interpersonal, teamwork, and decision-making skill and knowledge.

Participants are expected to be involved, responsible, active learners. On the first day of *Essentials*, participants learn how they can be more effective as learners. Using this information, they set personal objectives. They build the content of certain modules by developing and acting out work-related skits that form the basis for class exercises. Throughout, the participants provide feedback to one another, helping each other to assess and improve skills, while gaining knowledge. On the final day of the 5-day program, the participants develop individualized plans to continue their learning back on the job. The process they use to develop their Individual Development Plans (IDP) reflects the emphasis of their being in control of and responsible for their own ongoing learning, a philosophical cornerstone of the entire curriculum.

Instructional Techniques and the Trainer's Role

The instructional processes of *Essentials* are designed to address and encourage a variety of learning styles. They include:

- Trainer presentation
- Whole group discussion and brainstorming
- Individual skill-building activities
- Paired skill-building activities
- Small group skill-building activities
- Problem-solving and decision-making activities
- Role plays

These methods are highly interactive and participatory. The role of the trainer is to facilitate and encourage interaction through the variety of opportunities that the above provide.

Throughout *Essentials*, the participants learn by watching , listening, and doing as well as from their own feelings, reflections, and personal reactions. They have time to think about situations and to analyze ideas. The trainer will be challenged to adapt to the workplace contexts that evolve spontaneously and enrich these learning processes. One of the most important things the trainer will do is increase participant confidence and self esteem while facilitating the development of skill and knowledge.

Structure of the *Essentials* Curriculum Manual

Essentials consists of 10 modules:

- Introduction and Orientation to the Program
- Observation Skills
- Decision Making
- Listening and Speaking
- Giving Directions to Residents
- Making Oral Reports
- Reading on the Job
- Form Documentation
- Writing Logs and Reports
- Final Assessment and Action Planning

An initial skimming of the manual in the order in which these modules appear will provide an overall sense of the scope and direction of the content. **Introduction and Orientation to the Program** establishes the program objectives and sets the tone for the full week of training. The next eight modules (see list above) develop the actual workplace literacy skills identified as being directly related to the job of the direct care worker. These modules use materials and activities contextualized to the job and the workplace of the DFY YDA in a sequential progress designed to build skill and knowledge in an integrated manner. The concluding module, **Final Assessment and Action Planning**, assists the training participants in establishing goals to continue their professional development beyond the foundation that was established in *Essentials*.

Each module is consistently divided into seven sections to facilitate understanding of the module and the entire curriculum as well as to enhance ease of instruction and learning:

- Design Cover Sheet
- Preparation Cover Sheet
- Presentation Overview
- Presentation Guide for the Trainer
- Flip Chart Masters
- Supplemental Notes and Materials for the Trainer
- Participant's Materials

This structure helps the trainer because each section serves a specific purpose to assist in delivering the curriculum.

Immediately after the module title page is the **Design Cover Sheet**. This gives an overview of the module design, including its title, purpose, methods, performance objectives and evaluation procedures. The **Preparation Cover Sheet** then lists the equipment and supplies required, the media support, if any, the necessary participant materials and handouts, the instructor's materials and preparation steps, and options or variations in delivery. The **Presentation Overview** lists the module's activity titles, the method of delivery, the purpose, and the estimated time the activity will take along with a total estimated time for the entire module. Following these overview sheets is the detailed **Presentation Guide for the Trainer**, a comprehensive and detailed step-by- step guide for the delivery of the module activities. Each module also includes a copy of the **Flip Chart Masters** and the section, **Supplemental Notes and Materials for the Trainer**, which provides additional information and resources to enhance the trainer's understanding of each module's materials and objectives. A **Participant's Materials section provides** the complete packet of the materials that each participant should receive during the delivery of the program; it may be photocopied with the permission of Rockefeller College (518) 442-5422.

Additional Materials

The *Essential Communication and Documentation Skills* videotape was created to be used with the curriculum for the assessment process and for the observation and decision making processes. This tape is available from Rockefeller College to agencies who plan to implement this curriculum.

For the **Reading and Form Documentation** Modules, *Essentials* uses forms that are completed on a regular basis in facilities and NYS DFY policies. These materials appear in the *Essentials* curriculum in the section **Additional Materials**. The instructional process will work best if these readings and forms are provided in separately bound (or stapled) versions. The agency implementing the curriculum should select similar readings and forms from their own workplace.

Two additional resources supplement the *Essentials* learning program. The first, the ***Guide to Contextualized Workplace Tutoring***, a guide for Literacy Volunteers of America - New York State volunteer tutors is available to assist these tutors in developing contextualized tutoring activities for trainees who complete the *Essentials* curriculum and are in need of further educational assistance. This resource is provided to local LVA affiliates through the New York State Governor's Office of Employee Relations - Project REACH. If at the conclusion of Day 5 a participant chooses to access supplementary individualized tutoring, NYSDFY has set up a relationship with REACH and a process with LVA for the employee to receive tutoring on the job. The second resource, the ***Affiliate Administrator's Guide***, is for the LVA Affiliate Administrator to operate the tutoring component. These are both available through the Rockefeller College Workplace Literacy Program. Other organizations outside of NYS DFY may find these two resources valuable if they are interested in using the services of their local LVA affiliate.

Assessment

In *Essentials*, assessment is considered part of the instructional process and incorporates learner involvement. In addition, just as the instructional content and learning activities are drawn from the workplace context, assessment is conducted by doing tasks that direct care workers actually do on a daily basis at work. Five types of assessment processes are used in *Essentials*.

Pre and Post Assessment - These formal assessments simulate the way in which YDAs apply literacy skills on the job and are conducted prior to and at the conclusion of the week of instruction. For both assessments, participants watch a video cutting of an incident involving youth in a DFY residential facility that would require them to write a formal report. Based on that incident, participants are directed to perform six tasks. They:

- Write notes on what they observed.
- Write the decision that they would make for addressing the situation.
- Write a log entry about the incident.
- Write a formal report about the incident.
- Read a passage of DFY policy related to the incident, take notes to help them recall the content, and write a summary of the information in their own words.
- Complete a questionnaire to illustrate their understanding of important oral communication components.

The results of the assessments produce a measure of the YDAs' basic skills in completing job tasks. The pre-assessment can determine a focus for training activity during the week; the post-assessment will illustrate the participant's growth as a result of training and provides a valuable tool for self instruction.

Self-Assessment - In keeping with the emphasis on helping YDAs be self-directed learners, participants assess their own learning throughout *Essentials*. They apply checklists to evaluate how well they have done on communication activities, they assess their need for applying reading strategies, and they assess their own writing. In addition, at the end of each module, they assess what they have learned from the module and in what ways they need to improve. The trainer's role is to facilitate this self assessment and encourage objectivity.

Trainer Assessment - Throughout *Essentials*, trainers observe and give input on participants' progress in learning the basic skills, and they offer suggestions on how that learning can continue back on the job. In individual conferences on the last day of training, trainers discuss the assessments with participants and help them apply the results in developing their Individual Development Plans. To become proficient in this process is challenging and rewarding. The trainer should keep in the forefront the principle that the participant is responsible for the learning and avoid any value-laden and judgmental comments or reactions. The trainer should consciously place the responsibility for the final assessment on the participant.

Peer Assessment - Participants have several opportunities to give feedback to and receive feedback from their peers during the 40 hours of *Essentials*. This peer assessment encourages teamwork and builds critical thinking skills. It also provides an opportunity for YDAs to practice the feedback skills they need for communicating effectively with resident youth and with co-workers. As part of the peer assessment, YDAs learn how to constructively use feedback that is given to them rather than reacting to it in a defensive manner. The trainer, again, will need to facilitate this process.

Portfolio Assessment - As part of the ongoing assessment process, participants build individual portfolios, called Personal Progress Portfolios, of the work they have done during the training. Learners select samples of their work which reflect the various areas covered in the training and which show the progress they have made in these areas. Trainers monitor the collection of portfolio items and encourage participation.

In *Essentials*, assessment is woven into the curriculum. The assessment processes are designed to address the varying learning styles that the participants bring to their jobs and are in sync with the instructional philosophy and learning processes of the overall training program. The trainer needs to familiarize him/herself with all the processes used and examine the curriculum guide to identify opportunities for application.

Logistics

Time - *Essentials* is best held during the regular 8-hour work day. The times given in the curriculum manual for activities and modules are fairly true to real time of accomplishment. Times, however, will vary depending upon the number of participants since many activities are dependent upon participant interaction.

Numbers - Suggested numbers of participants are included in the **Design Cover Sheet.** As suggested, it is best to keep the size of training groups down to 20. Suggested numbers for breakout groups are given. It is important to follow these suggestions.

Space - The training room should have enough room for the 20 participants to develop and act out the skits and role plays and to break into small groups for activities. Having a second space is very helpful but not absolutely necessary as long as the main training space is large enough to allow for ease of movement and separation of participants. Tables, as well as chairs, are necessary since the participants do a considerable amount of writing and need good writing surfaces. This is especially important during the pre-and post-training assessment activities, during the Individual Development Plan development, and for the writing module. Since *Essentials* is conducted for five consecutive days, rearranging the space and participants periodically will help keep energy and interest high.

Other - Detailed information regarding materials, equipment, audiovisual aids, handouts, etc. are provided in each modules' **Preparation Cover Sheet**.

Preparing Yourself for Training: A Final Word

The *Essentials* curriculum manual is fairly self-explanatory. You can best prepare yourself to provide quality, contextualized training for the NYS DFY YDA or other direct care worker at a juvenile justice facility if you:

- Thoroughly review the trainer preparation sections of the manual: the **Design Preparation Sheet**, the **Presentation Overview** and the **Presentation Guide**, and the **Supplemental Notes for the Trainer**.
- Thoroughly review the audiovisual materials and the Participants' Materials, including the participants' supplemental readings and forms.
- Explore the ways in which day one and day five contribute to the training goals for the week, the pre-and post-assessments, the Personal Progress Portfolio, the Individual Development Plan, and the self-instructional learning assessments.
- If possible, take an in-service training of trainers program offered through the Rockefeller College Workplace Literacy Program, which educates the trainer on the instructional techniques and approaches in *Essentials*.
- Practice some of the activities in each module with a population similar to the YDA population.

We wish you success in your training assignment. We will continue to be available for any discussion or questions you may have in the process.

The Staff of the New York State
Division for Youth
Bureau of Staff Development and
Training
52 Washington Street
Rensselaer, New York 12144
(518) 473-4449

The Staff of the Rockefeller College
Workplace Literacy Program
Professional Development Program
Rockefeller College
University at Albany
The State University of New York
135 Western Avenue
Albany, New York 12222
(518) 442-5422.

MODULE

WRITING YOUR LOGS AND REPORTS

G:\WORKSP\CPE\LITERACY\CURRIC\CVRPGS

DESIGN COVER SHEET - OVERVIEW

For Module:
Writing Your Logs And Reports

Module/Workshop Title:	Writing Your Logs and Reports	**#:**
Course Title:	Essential Communication and Documentation Skills	**#:**
Prepared by:	Staff of Rockefeller College, University at Albany, SUNY in collaboration with Staff of the New York State Division for Youth	**Date:** July 1994
Purpose/Goal:	To develop job-related documentation skills needed to write clear and concise log entries and activity reports	
Suggested Presenter(s):	DFY Staff and/or Adult Basic Education instructors who have completed the *Essentials' Training of Trainers*	

Total Time:

6-7 hour(s)

Suggested Schedule:

Day 4 AM and PM sessions

Target Population/Qualifications:

Direct Service Workers who have completed Pre-Service and BIS 1

Number Of Participants:

8 - 24 maximum

Methods Used:

- Trainer presentation and demonstration
- Group discussion
- Individual skill-building activities
- Peer skill-building dyadic activities
- Small group skill-building activities

Performance Objectives:

Upon completing the module, participants will be able to:

- Write accurate and complete Unit Log entries
- Write accurate and complete Behavior/Incident/Activity Reports
- Assess their own job-related writing for clarity, completeness, conciseness, and accuracy and for basic writing mechanics, spelling, and legibility.
- Receive and provide constructive feedback on their own and their peers' log entries and Behavior/Incident/Activity Reports

Evaluation Procedures:

- In-session trainer, self, and peer assessment:
  1. Writing a log entry
  2. Writing an Activity Report
  3. Applying principles of editing and writing mechanics
- Pre and post session assessment process
- Portfolio Building:
  1. 4 log entries
  2. 3 B/I/A reports
  3. 1-2 revised B/I/A report(s)

DESIGN COVER SHEET - PREPARATION

For Module:
Writing Your Logs and Reports

Physical Setting: (e.g. room size, furniture arrangement)
Room should be large enough to accommodate 8 - 24 participants plus instructors; chairs should be movable to reconfigure for group and individual activity; tables should be available for writing activities; room should have capability of showing a group role play to the entire training group.

Equipment and Supplies:

#	Item
x	easel/newsprint
x	markers
x	masking tape
x	notepads
x	pens/pencils
	name tags/tents
x	training records
x	other: blank B/I/A Reports
x	staples or paper clips
x	dictionaries

Multimedia Support:

#	Item
	VCR/monitor (type:)
	videotape (length:)
	camcorder (video camera)
	16 mm. projector
	film (length)
	screen
	overhead projector
	other:

Student Materials/Handouts: (title: number needed of each)

NYS DFY Communication Guide - one for each participant
Participant Packet, including the following handouts:

1. Unit Log Checklist
2. Sample Entries from a Unit Log (3p)
3. Unit Log Pages (blank) (2 p)
4. Report Writing Buzz Words
5. B/I/A Report Checklist
6. Blank BIA Reports (3p)
7. Writing Mechanics
8. Report Editing Process
9. B/I/A Report Writing Sample
10. Summary and Closure

Additional Blank B/I/A reports:
Actual and photocopied,
Multiple copies

Instructor Materials/Preparation: (e.g. prepare visuals, prearrange groupings)

Read material in the Supplemental Notes and Materials for the Trainer
Familiarize yourself with the NYS DFY Communication Guide
Prepare all flip charts:
- AV 1: Module Objectives
- AV 2: Skit Guidelines
- AV 3: Take Notes About
- AV 4: Give feedback
- AV 5: Receive feedback

Options/Variations:

Note design change in Presentation Guide, "Developing Skits" if there are less than 12 participants.

The Spelling Challenge Game Activity from Module: Final Assessment and Action Planning of Day 5 can be used as a culminating activity for Day 4, if time permits.

References:

PRESENTATION OVERVIEW

For Module:
Writing Your Logs and Reports

Time Presenter	Activity Title/Method/Purpose
5 minutes	**Introduction to Module** *Trainer presentation* To provide an overview of the module
15 minutes	**Preparing to Write Unit Log Entries** *Trainer-led discussion* To review purpose and content of Unit Log entries
15 minutes	**Preparing to Write Behavior/Incident/Activity Reports** *Trainer-led discussion* To review purpose and content of Behavior/Incident/Activity Reports
25 minutes	**Developing Skits** *Trainer presentation; small-group activity* To develop skits representing an incident or activity involving residents and staff in a DFY facility
10 minutes	**Preparing for Observation and Documentation of Skit Activities** *Trainer presentation* To prepare staff for their role as observers and documenters of the job-based skits

20 minutes	**Skit Performance, Observation, Log Writing, and Report Writing: Part 1** *Trainer presentation; small-group presentation,;individual skills-practice* To provide opportunity for staff to enact job-based skits, to observe job-based skits, and to write a unit log entry and Behavior/Incident/Activity Report based on those skits
20 minutes	**Review of Writing Mechanics** *Trainer presentation with participant input* To review use of pronouns, spelling tips, run-on sentence, sentence fragments, and the use of the dictionary, as they apply to staff on-the-job writing tasks
15 minutes	**Behavior/Incident/Activity Report Editing Process: Self Assessment** *Trainer presentation; individual skill application* To present individual and team-based editing process, and to provide opportunity for staff to assess their own job-based writing
45 minutes	**Behavior/Incident/Activity Report Editing Process: Working with an Editing Partner** *Team-based skill-application activity* To develop staff skills in assessing their own writing, giving and receiving constructive feedback on job-related writing, and applying feedback to final written product
10 minutes	**Rewriting the Reports** *Individual skill building activity* To provide an opportunity to revise reports
10 minutes	**Debriefing Discussion** *Trainer-led discussion* To critique performance, observation, and writing process; to discuss application of these techniques on the job
25 minutes	**Skit Performance, Observation, and Log Writing: Part 2** *Small-group presentations; individual skills-practice* To provide opportunity for staff to enact job-based skits, to observe job-based skits, and to write a unit log entry and Behavior/Incident/Activity Report based on those skits

20 minutes	**Behavior/Incident/Activity Report Writing: Part 2** *Individual skill practice* To provide more opportunity for writing
15 minutes	**Behavior/Incident/Activity Report Editing Process: Self Assessment: Part 2** *Individual skill building activity* To provide further opportunity for assessment
45 minutes	**Behavior/Incident/Activity Report Editing Process: Working with a Partner: Part 2** *Team based skill application* To provide further opportunity to give and receive feedback on writing
15 minutes	**Rewriting the Report: Part 2** *Individual skill building activity* To provide additional opportunity to revise reports
20 min.	**Critiquing the Process, Celebrating the Products** *Trainer-facilitated group discussion; volunteer presentations of final B/I/A Reports* To critique editing process, to discuss application of these techniques on the job, and to acknowledge staff's successful writing
15 min.	**Summary and Closure** *Trainer presentation* To summarize the skills that staff developed during this module, to provide closure on the activities, and to present brief overview of the next module
Total Time	**6 - 7 hours**

PRESENTATION GUIDE FOR THE TRAINER

PRESENTATION GUIDE

For Module:
Writing Your Logs and Reports

Time Presenter	Activity Guidelines	Materials
5 min.	**Introduction to Module** *Trainer presentation* Show AV 1. Read the objectives and add any explanation necessary. Introduce the rationale by emphasizing the "Age of Litigation" that we are in; the increased need for DFY to document its good work. DFY is under the scrutiny of many forces: justice system, DSS, etc. All scrutiny leads back to the log and the Activity Report.	AV 1: Module Objectives
15 min.	**Preparing to Write Unit Log Entries** *Trainer-led discussion* Invite participants to review basic principles of documentation from BIS 1 by taking out the *NYS DFY Communication Guide* and locating information about unit logs. (**Trainer's Note**: Information about logs is included in Section A. items 1-5 and Section B. items 1. A-H (p. 6-7). Have participants quickly review the relevant sections about the unit log. Emphasize the formal and legal nature of the unit log. Have them volunteer the main points they notice: e.g., head counts; location; staff; AWOL; dates/times; who's on duty; movements; restraints; signature; review of log, etc. Have participants take out Handout 1. Explain that this is a tool for them to use today in training to develop their log writing skills. It can also be a valuable resource. But it is not expected that they will use it on the job each time they write in the log. Go over the Checklist with participants, clarifying any questions about the items on the Checklist. If appropriate, discuss the facility-specific requirements. Have participants take out Handout 2. Guide participants through a critique of the sample pages, using the "Checklist." Now, have participants take out Handout 3. Explain that they will be making entries on this page today. Remind them that all their writing on this page needs to be in ink, and needs to follow all the DFY requirements for log entries.	*NYS DFY Communication Guide* Handout 1: Unit Log Checklist Handout 2: Sample Log Pages Handout 3: Unit Log (blank) 2

Time Presenter	Activity Guidelines	Materials
15 Minutes	**Preparing to Write Behavior/Incident/Activity Reports** *Trainer-led discussion* Have participants locate the place in the *NYS DFY Communication Guide* where they will find information about Behavior/Incident/Activity Reports (pp. 12-17). Discuss pages 12-17 of the *Communication Guide*. Depending on the knowledge level of participants, either review quickly or spend more time on each point. Emphasize the formal and legal nature of these reports and point out the distribution of these reports. Be sure participants understand what "behavioral statements" are. Solicit examples of behavioral/observation statements versus interpretation statements. Spend sufficient time reviewing fact versus opinion statements. Have them take out Handout 4 and go over these words, clarifying fact vs. opinion, observation vs. interpretation. Have participants take out Handout 5. Explain that this is a tool for them to use as they write activity reports about the skits in this training session. It is not expected that they will use it this same way on the job. It is a learning tool and a resource. Go over the "Checklist" with participants, answering any questions. Use the blank B/I/A Report on page 13 in the Communication Guide as a reference during the discussion	Handout 4: Report Writing Buzz Words Handout 5: B/I/A Report Checklist

Time Presenter	Activity Guidelines	Materials
25 min.	**Developing Skits** *Trainer presentation and small-group activity* Divide participants into 4 groups. Explain that each group will develop a skit. **(Trainer's Note:** If there are less than twelve participants, divide the participants into two groups. Each group will prepare two skits, one in the morning and one in the afternoon. See Trainer's Notes for additional instructions.) Direct the groups to think of something taking place at a facility that would require an Activity Report. It could be something that they have actually observed or been a part of, or it could be something that they imagine could take place. Show AV 2. Go over each point and ask if there are any questions. Allow 20 minutes for the groups to develop their skits. Circulate among the groups, helping them think of an idea if they are having trouble getting started, answering questions if needed. Make sure the skit follows the guidelines of taking place during one time period and that it is observable by a YDA on shift.	Supplemental Notes and Materials for the Trainer AV 2: Skit Guidelines

Time Presenter	Activity Guidelines	Materials
10 min.	**Preparing for Observation and Documentation of Skit Activities** *Trainer presentation* After 20 minutes, reconvene the group. Explain that they will be presenting their skits to the large group. Decide on the presentation order for the skits. Explain the role of observers, including: • Carefully observe and remember as accurately as possible. • Take notes on a separate sheet of paper, after the skit is done. • These notes will help to write a log entry and an Activity Report after the skit is over. • Write quickly • Use single words • Don't worry about grammar or spelling Emphasize the importance of watching everything that is going on. After the skit is done, write quickly and get down as many specific details as possible. Point out that although they don't take notes on the job, it is being done here in training to help them focus their observing and sharpen their attention to details. Show AV 3 and go over each point.	AV 3: Take Notes About

Time Presenter	Activity Guidelines	Materials
20 min.	**Skit Performance, Observation, Log Writing, and Report Writing: Part 1** *Small-group presentations* Have the first group present its skit and remind participants to watch carefully and take notes. When the skit is finished, give participants a minute or so to jot down any additional observation notes. Again note that this is being done for instructional purposes; it is not expected that they will do this on the job. Tell participants that they will be writing a log entry about what they have observed. *Individual skills practice* Have them take out Handout 3 and a pen. Direct them to write a log entry. They are to write as if they were a staff person observing the situation. After 5 minutes, stop the writing. **(Trainer's Note:** If most of the staff have had experience in a facility, limit time to two to three minutes for writing the log entry.) Make sure everyone has signed their entry. Have participants exchange their log entry with a person next to them. Have them read one another's log entries for clarity and accuracy; i.e., Can the person read and understand it? Repeat this same process for the second skit. *Individual skills practice* Have participants take out a blank Behavior/Incident/Activity Report form. Explain that each person will write a B/I/A Report on one of the two skits. It is each person's choice as to which skit they will write a Report on as long as it is not the skit in which they took part. Remind participants to use the notes they took while watching the skit. Allow ten minutes for participants to do this. As participants are working, circulate around the room, monitoring their progress, encouraging them to use the Checklist as a guide (either while they are writing the Report or when they have finished), and answering questions. After ten minutes, reconvene the group.	Handout 3: Unit Log (blank) Handout 6: Blank B/I/A Reports photocopied

Time Presenter	Activity Guidelines	Materials
20 min.	**Review of Writing Mechanics** *Trainer presentation* Point out that focusing on mechanics is important so others can read what is written and because logs and reports are legal documents subject to court and public scrutiny. Review the basic writing mechanics in Handout 7. See Trainer's Notes for suggestions for activities for presenting writing mechanics. Divide participants into groups of three. Have the groups complete the written exercises according to the directions. Go over the answers when they have finished. See the Trainer's Notes for answers.	Handout 7: Writing Mechanics Supplemental Notes and Materials for the Trainer
15 min.	**Behavior/Incident/Activity Report Editing Process: Self Assessment** *Trainer presentation and individual skill application* Have participants take out Handout 8. Briefly go over the process. Then go back and explain Section A. Have participants do Part A - "Assess Your Own Writing." Allow about 10 minutes for participants to self-assess the B/I/A Report they have written. Circulate around the room, encouraging them to read silently and then aloud to themselves. **Do not make any correction marks on the YDA's Report. Give any input orally and encourage the YDA to make any corrections on the original report him/herself.** Remind them not to rewrite the Report at this time. They will rewrite it at the end of the editing process. After 10 minutes, or when participants seem to be finished with this self-assessment of their Reports, tell them during the rest of the editing process they will be working with a partner to edit their writing and to give feedback on their partner's writing.	Handout 8: B/I/A Report Editing Process Completed B/I/A Reports

Time Presenter	Activity Guidelines	Materials
45 min.	**Behavior/Incident/Activity Report Editing Process: Working with an Editing Partner** *Team based skill application* Refer again to Handout 8. Go through Section B. Summarize by showing AVs 4 and 5. To illustrate the editing process, have two trainers go up front with a weak report and model the process for participants. Use Handout 9 for the model weak report. Have participants choose their editing partners. As participants are working in teams to edit their Report, circulate among the teams, making sure they are following the Editing Process (e.g., making a positive statement, asking clarification questions, not writing on their partner's Report, etc.). Offer assistance and suggestions as requested and needed, but be careful not to take over the editing process from the partners.	AV 4 & 5 Handout 9: B/I/A Report
10 min.	**Rewriting the Reports** *Individual skill building activity* Reconvene participants. Have them refer to Handout 8, Section C, and explain that now is the time to make use of all the notes they have written on their original Report to write a final version. Have participants write this final version in ink on a new, blank B/I/A Report form. Allow 5-10 minutes, giving them adequate time to finish. When participants have finished, have them staple or clip together the original and final versions of their Report and place them in their portfolios.	Handout 8 blank B/I/A Reports pens stapler or paper clips

Time Presenter	Activity Guidelines	Materials
10 min.	**Debriefing Discussion** *Trainer-led discussion* Lead a discussion among participants about this editing experience: • How did the process work? • Did you end up with a better Report as a result of doing it this way? • How did it feel to work with another person to do this? • What was the value of giving feedback to the other team? • Of receiving feedback? • How can you use the observation and reporting techniques back on the job? Invite one or two volunteers to read their final version to the group. Tell participants they will see the third and fourth skits after lunch. They will write log entries and B/I/A Reports for and also have another opportunity to work on editing their reports. Have participants file the log entries and the original and final versions of their B/I/A Reports in their Personal Progress Portfolios.	
25 min.	**Skit Performance, Observation, and Log Writing: Part 2** *Small group presentations; individual skills practice* Have the third group present its skit and remind participants to watch carefully and take as many detailed notes as possible. When the skit is finished, give participants a minute or so to jot down any additional observation notes. Again note that this is being done for instructional purposes; it is not expected that they will do this on the job. Remind participants that they will be writing a log entry about what they have observed. Have them take out Handout 3 and a pen. After 5 minutes, stop the log writing. Make sure everyone has signed their entries. Have participants exchange log entries with a person next to them. Have them read one another's log entries for clarity and accuracy; i.e., can the person read and understand it? Repeat this process for the fourth skit.	Handout 3: Unit Log pens

Time Presenter	Activity Guidelines	Materials
20 min.	**Behavior/Incident/Activity Report Writing: Part 2** *Individual skills practice* Have participants take out two blank B/I/A Reports. Explain that each person will write a B/I/A Report on the two other skits they have observed. Participants are to write the report as if they were a staff person observing the situation. **Trainer's Note:** At this point, each participant should have participated in one skit and observed three skits. At the end of this activity, they should have written a B/I/A Report on all three skits that they have observed. If there are less than 12 participants, follow the special directions found in Supplemental Notes and materials for the Trainer. Remind participants to use the notes they took while watching the skits. Allow twenty minutes for participants to do this. As participants are working, circulate around the room, monitoring their progress, encouraging them to use the Checklist as a guide (either while they are writing or when they have finished the Report), and answering any questions as necessary. After 20 minutes, reconvene the group.	blank B/I/A Reports pencils pens Supplemental Notes and Materials for the Trainer
15 min.	**Behavior/Incident/Activity Report Editing Process: Self Assessment: Part 2** *Individual skill building activity* Tell participants that they will now have an opportunity to assess and edit the B/I/A Reports they have just written. Remind them to first read over their Reports silently, then read them aloud to themselves so they can actually hear how their writing sounds to another person. Tell them that, again, they are to note any changes they want to make in pencil on the original version of the Report. Allow 15 minutes for participants to self-assess these two B/I/A Reports.	

Time Presenter	Activity Guidelines	Materials
	Circulate around the room, encouraging participants to read their Reports silently and then aloud to themselves. **Do not make any correction marks on the YDA's Report. Give any input orally and encourage the YDA to make any corrections on the original report him/herself.** Remind them to not rewrite their Reports at this time. They will rewrite them at the end of the editing process. After 15 minutes, or when participants seem to be finished with this self-assessment of their Reports, reconvene the group.	
45 min.	**Behavior/Incident/Activity Report Editing Process: Working with an Editing Partner: Part 2** *Team based skill application* Have participants take out Handout 8 and briefly review the process, spending additional time on any parts of the process that you feel need to be reinforced. Then have participants choose a different person to be their editing partner this time. As participants are working in teams to edit their Reports, circulate among the teams, making sure they are following the editing process; e.g., making a positive statement, giving feedback, not writing on their partner's Reports, etc.) Offer assistance and suggestions as requested and needed, but be careful not to take over the editing process from the partners.	Handout 8: Report Editing Process
15 min.	**Rewriting the Reports: Part 2** *Individual skills building activity* Reconvene participants. Pass out two blank B/I/A Reports to each participant. Have them write a final version of both Reports, using the notes they have written on their original Reports. Have participants write the final versions in ink on a blank B/I/A Report form. Allow 10-15 minutes, giving them adequate time to finish. When participants have finished, have them staple or clip together the original and final versions of each Report and place them in their portfolios. **Trainer's Note:** If participants have never completed an actual B/I/A Report, provide opportunity for them to use an actual (in triplicate) B/I/A Report.	blank B/I/A Reports pens stapler or paper clips

Time Presenter	Activity Guidelines	Materials
20 min.	**Critiquing the Process, Celebrating the Products** *Trainer-facilitated group discussion, volunteer presentations of final B/I/A Reports* Discuss how this process could be used in the reality of a YDA's actual work shift in order to improve the quality of report-writing - constraints - suggestions for dealing with those constraints Have co-trainer take notes from this discussion on a newsprint. Ask for two or three volunteers to read their final version to the group. Have participants file the original and final versions of the Behavior/Incident/ Activity Reports and log entries in their portfolios.	Newsprint Markers Tape Participant Portfolios
15 min.	**Summary and Closure** *Trainer-facilitated discussion, portfolio building, and trainer presentation* Summarize the module, referring back to the objectives. Have participants complete Handout 10 and put it in their Personal Progress Portfolio. Then briefly preview the next module.	AV 1: Module Objectives Handout 10: Summary and Closure
Total Time	6 - 7 hours	

FLIP CHART MASTERS

Objectives

- Write accurate and complete unit log entries
- Write accurate and complete Behavior/ Incident/Activity Reports
- Assess your own job - related writing
- Receive and provide feedback on your own and your peers' job-related writing

Skit Guidelines

Be certain that your skit is:

- In one place
- During one time period
- 4 - 5 minutes long
- Observable by a YDA on shift
- Physically limited (i.e., no fights, no restraints)
- Significant enough to require a B/I/A Report

Take notes about:

Where the incident takes place.

When the incident takes place.

Who is involved.

What each person does.
(Try to get a chronological, step-by-step description.)

What people say.
(Try to jot down direct quotes.)

How the incident is dealt with.
(Try to determine what action is to be taken.).

Give Feedback

- Make one positive statement about the report.
- Give feedback about parts that could be strengthened.
- Look at some writing mechanics.

Receive Feedback

- Acknowledge the positive statement about your writing.

- Make notes in response to your partner's feedback.

- Make notes in response to your partner's comments about your writing mechanics.

SUPPLEMENTAL NOTES AND MATERIALS FOR THE TRAINER

Writing Module Process

To be used if there are less than 12 participants.

Skit Performance, Observation, and Log Writing: Part 2

Have the same groups reconvene and develop a second skit. Allow 15 minutes for the groups to develop their skits.

Follow same performance, observation, and log writing process as for Part 1.

Behavior/Incident/Activity Report Writing, Editing, and Rewriting: Part 2

Have participants take out one blank B/I/A Report. Explain that each person will write a B/I/A Report on the skit they have observed. Allow 10 minutes for participants to do this.

Follow the same writing and editing process as for Part 1, except adjust the time as follows:

- Allow 10 minutes for participants to self-assess their B/I/A Report
- Allow 30 minutes for Report editing
- Allow 5-10 minutes for rewriting the Report, giving them adequate time to finish.

Writing Mechanics

Suggestions for presentation activities.

Sentences

Review with the group what a complete, simple sentence is. Use the examples on Handout 7.2 and solicit other examples from the group.

Sentence Fragments

Review with the group what a sentence fragment is and discuss the examples on Handout 7.2. Ask participants for ways to make each of these fragments form a complete sentence.

Then have each participant write a sentence fragment. When they have finished, have them work with a person next to them to:

- check that each has, in fact, written a sentence fragment
- work together to make each sentence fragment into a complete sentence

Circulate among the group, offering assistance as needed. After about five minutes, or when the pairs have finished working, ask for several volunteers to read their sentence fragment and the complete sentence.

Sentence Run-Ons

Review with the group what a run-on sentence is and discuss the run-on sentence example on Handout 7.2. Ask participants how they would correct this run-on sentence.

Then have each participant write a run-on sentence. When they have finished, have them work with a person next to them to:

- check that each has, in fact, written a run-on sentence
- work together to correct the run-on sentence

Circulate among the group, offering assistance as needed. After about five minutes, or when the pairs have finished working, ask for several volunteers to read their run-on sentence and how they corrected it.

Pronouns

Review the use of pronouns as stated on Handout 7.3. Have participants discuss the answers to the questions on Handout 7.3 about who did what.

Punctuation

Go over this section of Handout 7.3 with the group, emphasizing the importance of punctuation in clarifying written information.

Legibility

Talk about the importance of legibility -- makes writing easier for others to read, ensures that people are reading what you think you are writing, etc.

Spelling

Ask participants what they do when they need to write a word they cannot spell. Solicit suggestions such as:

- ask someone else
- look it up in a dictionary or electronic speller
- make a best guess
- use a different word

Ask for examples of words that they may need to use in log entries and activity reports that are difficult to spell. Write them on newsprint. Some examples of such spelling errors include:

Misspelling	Correct Spelling
alavailible	available
approximatly	approximately
envolved	involved
interviened	intervened
laging	lagging
quit	quiet
refussed	refused
seperated	separated

Suggest that they keep a short "learning list" of words that they need to learn how to spell and practice spelling the words once or twice during the day. Offer some hints that can help them memorize the correct spelling, such as:

- Saying and spelling the word out loud
- Looking at the word, then closing their eyes and visualizing it
- Making up a rhythmic way of spelling the word
- Writing the word until they are certain of the spelling

Perhaps try some of these hints with one or two words that you wrote on the newsprint.

Exercise: Writing Mechanics

Identify the following as a fragment, a run-on, or a sentence. If a fragment or run-on, write it correctly on the next page. Use the correct punctuation and capitalization. All sentences need correcting.

		S/F/R
1.	While lining up to move up front I observed Mr Dean's gym bag was full a search revealed.	1
2.	Direct supervision at all times.	2
3.	referred Jose Jome to YDC Clemente.	3
4.	I axed him to give it to me.	4
5.	The head phones he said.	5
6.	This writer came down the stairs with youth he went up the stairs.	6
7.	I went into Omar's room asked for lock he came out.	7
8.	And looked under the sheet.	8
9.	Charles became very disrespectfull to female staff.	9
10.	To get his cleaning supplies.	10

Exercise: Writing Mechanics: Sample Answers

S/F/R

1. While lining up to move up front, I observed *that* Mr Dean's gym bag was full. *A* search revealed *the following items.* 1

2. *He requires* direct supervision at all times. 2

3. *I* referred Jose Jome to YDC Clemente. 3

4. I *asked* him to give it to me. 4

5. *"Give me* the head phones," he said. 5

6. This writer came down the stairs *when the* youth went up the stairs. 6

7. I went into Omar's room *and* asked for *the* lock. *He* came out. 7

8. *He* looked under the sheet. 8

9. Charles became very *disrespectful* to female staff. 9
(describe Charles' behavior)

10. *He would not come t*o get his cleaning supplies. 10

It isn't about grammar or spelling or catching mistakes.
The road to better writing takes a different route.

WHY YOUR BUSINESS-WRITING COURSES DON'T WORK

BY DON M. RICKS

Productivity and literacy are two current battle cries echoing across the corporate landscape. At a time when organizations need to teach employees to work more skillfully at increasingly complicated jobs, the secondary schools -- and even postsecondary schools -- have disgorged a generation or workers who have difficulty reading simple instructions and who cannot write a three-sentence memo.

Over to you, training department. How are you going to teach employees to write?

Judging from most training efforts, these poor souls will not be taught to write at all. instead they will be exposed to some "businessized" form of English grammar or composition. In spite of all that training professionals know about the virtues of teaching competencies as opposed to delivering information, old assumptions still dominate corporate thinking when it comes to teaching writing. Many trainers are certain that people need to be *told* how to write.

Before you order that supply of grammar workbooks, before you acquire that talking-head video, ponder these five thoughts.

1. *Grammar does not teach anyone how to write.* Many people in senior management are convinced they know how to write because they were once forced to learn grammar. They are mistaken. They are writers today because, when young, they were readers. The new generation of workers cannot write because they grew up as TV watchers (as did many of their teachers, incidentally).

Grammar, as taught in school. teaches people how to analyze prewritten sentences and name the parts, not how to synthesize new sentences out of their own thoughts.

2. *The pedagogy of traditional grammar (like the Inquisition) is better at punishing unwanted behaviors than at teaching desired ones.* During years of schooling, today's managers were confronted by teachers who constantly signaled the importance of using correct grammar. Then they reinforced (negatively, of course) only their pupils' mistakes. No wonder that, deep inside, managers are terrified of the red pencil and will approve almost any book or training program that promises to blunt it. They are still waiting for an English teacher's nod of approval.

Reprinted with permission from the March 1994 issue of *Training Magazine*. Copyright 1994 Lakewood Publications, Minneapolis, MN. All rights reserved. Not for resale.

G:\WORKSP\CPE\LITERACY\CURRIC\MODWRTR.SAM

3. *Grammatical errors are not the problem we have to solve.* Most texts claim to have abandoned traditional grammar in favor of the less rigorous practices of modern office English. Nevertheless, their declared purpose is to offer protection from errors. And to the extent texts like these are seen as the solution, they will continue to distract management -- and trainers -- from addressing the real problems: writing that fails to communicate what the writer and the organization need to say.

4. *"Composition" is also aimed at the wrong target.* The many business- and technical-writing courses based on the school model--that is, the courses designed to tell people about the proper ways to write--share the same misdirection as the grammar-correction model. In promising to reveal the "do's" and "don'ts," they perpetuate the mistaken assumption that correctness and conformity to preordained models, rather than communication, is the goal of corporate writing.

5. *The training that failed to free earlier generations of literate employees from bad writing is not likely to unshackle the current generation who cannot write at all.* For several decades, consultants and writing instructors have been repackaging the traditional content and methodology of English composition and searing them up as instruction in business writing. Yet the writing in organizations continues to deteriorate. Consequently, communications have become increasingly clogged by the perception that writing is a dangerous and complicated activity that can be performed safely only by people who teach writing courses.

FOCUS ON LEARNERS

The problem is not that people are writing "incorrectly." It is that so many are writing badly, and so many more are incapable of writing at all. The trainer's job is much bigger than protecting the organization from being embarrassed on occasion by a split infinitive or a clumsily constructed sentence. We must help boost productivity by creating a skills base that will sustain good written communications among peers and with outsiders.

One of the immediate things we must do to tackle the productivity crisis is to teach a large number of poorly educated people to perform some tasks that they are currently incapable of performing. We need to get on with some training goals that are beyond the ken of practitioners of the pedagogy of grammar--those who focus on subject matter rather than on learners. Specifically, we should:

- Define the writing behaviors we want people to perform in a job.
- Design projects that help them experiment with those behaviors--successfully--in learning situations.
- Create a feedback system that reinforces the behaviors we want.

Let's look at each of these tasks.

Barebones competencies. It's pointless to try to cover everything listed in the table of contents of an English textbook when you're designing a writing course for the marginally literate. Only a limited range of definable skills needs to be instilled.

Most basic business-writing courses, whether introductory or remedial, are intended for people who must write internal memos and external letters that seldom exceed half a page. In writing those memos and letters, people have to perform a limited range of behaviors. They must be able to open by declaring a context, a topic and a purpose. In the body of the document they must be able to ask and answer simple questions, give basic instructions, and construct elementary explanations and expositions. And they must be able to close.

As for dividing documents into paragraphs, the three-block structure--introduction, body and closing--is sufficient for people who write only simple letters and memos. In terms of syntax, when people have learned to write complete simple sentences separated by periods, and to join two of them with a comma and a conjunction to form a compound sentence, they are well on their way to mastering the initial style skills they need. They must also learn to adhere to standard spelling conventions (more about that later).

Use behavior to teach behavior. Once we've identified behavioral objectives, our next step is to design a course that will teach those behaviors. In 35 years of teaching writing, I have learned that the most important principle is: The only behavior that teaches good writing is good writing.

In other words, a competency-based writing course should consist of writing projects, not "subject matter" in the form of a lot of information *about* writing. Participants should spend their learning time performing a progression of clearly defined tasks. They should use the required skills repeatedly, mastering each singly and in turn before executing them in combination.

Rather than being subject-matter experts, competency-focused trainers work more like tutors. They give carefully worded directions on how to perform certain tasks. They manage the course time, starting and stopping projects, signaling transitions, and mapping progress. (At each of those point, incidentally, small doses of "course content" can be useful.) They consult over-the-shoulder during projects. They listen while learners critique their own work. If trainers are disciplined, they will learn simply to be silent much of the time. Most of the teacher talk heard in writing courses interferes with people's natural learning processes.

Teach them what they're doing right. Finally, there's the vital question of positive feedback. That brings us to the second most important principle I've learned: Negative feedback only confirms people's initial expectation that they are incapable to writing successfully. In designing a feedback system for a writing course, trainers should plan how to reinforce the writing behaviors they want to teach and how to *ignore* the mistakes.

Such a declaration may sound like heresy. We are all compulsive editors. The assumptions that correction improves behavior--especially writing behavior--runs so deeply in our culture that it seems unassailable. But the list of common writing errors is long. It becomes even longer when teachers enforce personal preferences by penciling them in like corrections. People simply cannot learn to write when they are hounded, sentence by sentence, by negative criticism. They need to know what to do, not what to change or avoid. Errors are eliminated by confidence and competence, not criticism.

"But what about misspelled words?" you object. Spelling errors are not writing errors--they are mistakes in lexicography or accepted cultural practice. Therefore, each course should have a system for flagging misspelled words and converting them into a separate, individualized learning task. Everyone needs to learn conventional spelling, but no one should be taught he has failed as a writer because he misspelled some words.

Instead of concentrating on catching errors, the instructor must design a feedback system that acknowledges successes immediately following each project. Moreover, the learners themselves must be given full ownership of the feedback criteria and terminology.

One way to do this is to include checklists that name certain performance objectives to be achieved in assignments. For example, a checklist might state two criteria for the introductory paragraph of a letter: It should make a context statement and a purpose statement. As students complete each assignment, the workshop leader can lead them through the checklist with statements like, "Show me your context statement" or "Underline the words you used to tell the reader what you want." Students who meet the criteria and can demonstrate it, get a big, positive check mark. And those who did not? They get an opportunity to discover the deficiency themselves and to decide for themselves how to correct it. *Then* they get their "successfully done" check mark--a mark that rewards them for successful learning instead of punishing them for a failure.

When a behavioral approach is used, a good feedback system is not that difficult to design. If performance objectives are realistic and clearly defined, everyone--learners, teachers and management alike--can master the criteria.

BATTLING OLD DRAGONS

When the time comes to put together a training program for the marginally literate, the traditional subject-matter approach is likely to have many sponsors. Given writing's powerful mystique, everyone involved may simply assume that people with limited skills need expert advice on what is "correct," "acceptable" or "proper."

But if trainers are going to do their share in helping organizations solve the literacy/productivity dilemma, they must be prepared to abandon some old certainties and go to bat instead for their own, newer realities. Trainers know how to instill new work behaviors. They must understand and be prepared to convince others that writing is just another set of work behaviors--one that readily can be taught by modern, competency-based, adult-learning technology.

Don M. Ricks *is course development director at IWCC Training in Communications, a consulting firm in Toronto.*

PARTICIPANT MATERIALS

FOR

WRITING LOGS AND REPORTS

G:\WORKSP\CPE\LITERACY\CURRIC\CVRPGS

Unit Log Checklist

Did you consider the overall purpose of the Log?					
Permanent/Official Record of Events/Incidents/Observation					
Communicates Information to Staff/Management					
Is the following information accurately included ?					
Professional content / form					
Permanent ink (blue or black)					
Dated					
Time of entry					
Signed or initialed					
Entries from each staff					
Who is on duty					
Who gave keys					
Who received keys / report					
Security check noted					
Head counts					
Movement recorded:					
Where					
Number					
Outside communication: Mail, phone calls					
Significant events; include opinions, back them with facts					
Last entry of shift:					
Total count					
Where absent residents are					
Who is going off duty					
Who received keys					
Shift summary- information for next shift / supervisors					
Is the information:					
Legible					
Only official business					
Corrected with just a single line drawn through any error					

Adapted from Gallina, Gregory, Osterhoudt, Reginald III, and Osterhoudt, Susan, *Communication Guide*, NYS Division for Youth, Bureau of Staff Development and Training

SAMPLE ENTRIES FROM A UNIT LOG

(A)	
Aug 8, 1993	12:00 Am to 8:00 Am Shift: A. Jones on duty, Info was passed on from the 4-12 mea. The head count is (12). All checks of the unit were made. All laundry was completed (7) bags. Everyone slept the whole night, but C. Davis. He got up to use the rest room at 4:00 Am and again at 6:30 A.M. No problems during the night. Armand A. Jones
8/8/93	Gordon/Simpson on 8-4 pm shift, received 12 residents awakening for morning chores. Info passed from 12-8 am staff, log read. (SG)
9:03	A-Unit to breakfast, B. Ennis moving kind of slow for line-up, Pop 12. (SG)
9:26	A-Unit returned, no problems to report at this time. Pop 12 (SG)
9:30	Team brushing routine has begun. (SG)
10:00	A-Unit to gym for recreation Pop 12 (SG)
11:20	A-Unit returned, majority of residents played b-ball * Observation: Alot of touching between the following residents in this order (Smith + Hall - Hall + Davis - Hall + Lynch) Is there anything I should be aware of for any of the above residents? (SG)
11:25	Shower routine has begun for the front of the hall. (SG)

G:\WORKSP\CPE\LITERACY\CURRIC\MODWRPR2.SAM

BEST COPY AVAILABLE

(A)	
8-8-93	1244 Log Read to date E. Lawes
1:00	A-Unit to lunch, pop 12 (SG)
1:20	A-Unit returned from lunch pop 12 (SG)
2:00	A-Unit to big field for PE turned to rec. (SG)
3:20	A-Unit returned, residents preparing for showers. * John Brown refused at first to go to his room while outside the t.v. room. He was told several times then walked away.

BEST COPY AVAILABLE

(B)	
9/14/93	Info passed from the 4-12 shift. Received 13 Residents
12:00 Am	locked down for the night. All Residents appear asleep.
	C. Adams
9/14/93	
2:00 Am	Laundry completed. Safety and Security check completed.
	C. Adams
9/14/93	Contraband Search Conducted. Nothing found.
3:30 Am	C. Adams
9/14/93	6-2 R. Wright on duty.
6:00 Am	Received (13) residents and INFO from 12-8 staff (Anderson). Log entries were read and clean up/ hygine started.
	*All staff: Soda cans are not to be on the unit. If you drink sodas don't leave your cans for others to remove for you. They are contraband.
7 05	B unit called to breakfast.
7 35	Back on unit with (13). Control Called. There was good movement And quiet in the Halls and at the Tables. No problems at this time.
	Dental hygine is underway.
8:00 AM	*Sept 14, 93 8-4 Nixon
	Received (13) residents on unit, briefed on log & behavior IN
9/14/93	
8:10 AM	Moved to class. IN
9:40 AM	Ten Minute break, prepering for gym IN

BEST COPY AVAILABLE

UNIT LOG PAGES

Blank

UNIT LOG

UNIT LOG

REPORT WRITING BUZZ WORDS

Behavior / Incident / ActivityReport Checklist

Did you consider the overall purpose of the Report?					
To record significant behaviors of residents both positive and negative					
Type of behavior					
How observed					
Facility where behavior happened					
Date					
Time					
Resident involved					
Resident's location					
How reported					
Who					
What					
Where					
When					
How					
Why (if known)					
Chronological order					
Action to be taken: what was done or is recommended					
Who filled out report					
Title					
Date signed					
Is the information:					
Legible					
Using behavioral statements					
Avoiding opinions (unless backed with facts)					
Corrected with just a single line drawn through any error					

Adapted from Gallina, Gregory, Osterhoudt, Reginald III, and Osterhoudt, Susan, *Communication Guide*, NYS Division for Youth, Bureau of Staff Development and Training

BEHAVIOR/INCIDENT/ACTIVITY REPORTS

Blank

State of New York
DIVISION FOR YOUTH
Form DFY 2079 (Rev. 11/89)

BEHAVIOR/INCIDENT/ACTIVITY REPORT

☐ POSITIVE BEHAVIOR ☐ MISBEHAVIOR ☐ INCIDENT

Check all that apply

☐ CONTACT ☐ OBSERVATION ☐ OTHER

FACILITY/COMMUNITY CARE OFFICE: _____ ACTIVITY-- Date: _____ Time: _____ am pm
Name

SUBJECT OF REPORT (Person/Agency Involved): _____
Name (include agency/title, if applicable)

HOW REPORTED: ☐ In Person ☐ By Telephone ☐ By Letter or Memorandum

SPECIFICS OF REPORT/NATURE OF INCIDENT (Who, What, Where, How, Why, etc.): _____

ACTION TAKEN OR TO BE TAKEN (Please Be Specific): _____

Completed By: _____ _____ Date: _____
Name Title

FACILITY DIRECTOR/COMMUNITY CARE SUPERVISOR USE

Copies sent to: 1) _____ 2) _____ 3) _____

Unusual Incident: ☐ Yes ☐ No. If Yes, complete Form DFY-2004.

72

DISTRIBUTION -- *Facility: White -- Youth Case File; Yellow -- Community Care Office; Pink -- Originator/Internal Distribution.*
Community Care Office: White -- Supervisor/Youth File; Yellow -- Facility; Pink -- Originator/Internal Distribution.

NOTE: Originator should send White and Yellow copies intact to the Facility Director/Community Care Supervisor.

State of New York
DIVISION FOR YOUTH
Form DFY-2079 (Rev. 11/89)

BEHAVIOR/INCIDENT/ACTIVITY REPORT

☐ POSITIVE BEHAVIOR ☐ MISBEHAVIOR ☐ INCIDENT

Check all that apply

☐ CONTACT ☐ OBSERVATION ☐ OTHER

FACILITY/COMMUNITY CARE OFFICE: _____ ACTIVITY-- Date: _____ Time: _____ am pm
Name

SUBJECT OF REPORT (Person/Agency Involved): _____
Name (include agency/title, if applicable)

HOW REPORTED: ☐ In Person ☐ By Telephone ☐ By Letter or Memorandum

SPECIFICS OF REPORT/NATURE OF INCIDENT (Who, What, Where, How, Why, etc.): _____

ACTION TAKEN OR TO BE TAKEN (Please Be Specific): _____

Completed By: _____ _____ Date: _____
Name Title

FACILITY DIRECTOR/COMMUNITY CARE SUPERVISOR USE

Copies sent to: 1) _____ 2) _____ 3) _____

Unusual Incident: ☐ Yes ☐ No. If Yes, complete Form DFY-2004.

DISTRIBUTION -- *Facility: White -- Youth Case File; Yellow -- Community Care Office; Pink -- Originator/Internal Distribution.*
Community Care Office: White -- Supervisor/Youth File; Yellow -- Facility; Pink -- Originator/Internal Distribution.

NOTE: Originator should send White and Yellow copies intact to the Facility Director/Community Care Supervisor.

State of New York
DIVISION FOR YOUTH
Form DFY 2079 (Rev. 11/89)

BEHAVIOR/INCIDENT/ACTIVITY REPORT

☐ POSITIVE BEHAVIOR ☐ MISBEHAVIOR ☐ INCIDENT
Check all that apply
☐ CONTACT ☐ OBSERVATION ☐ OTHER

FACILITY/COMMUNITY CARE OFFICE: _____ ACTIVITY-- Date: _____ Time: _____ am pm
Name

SUBJECT OF REPORT (Person/Agency Involved): _____
Name (include agency/title, if applicable)

HOW REPORTED: ☐ In Person ☐ By Telephone ☐ By Letter or Memorandum

SPECIFICS OF REPORT NATURE OF INCIDENT (Who, What, Where, How, Why, etc.): _____

ACTION TAKEN OR TO BE TAKEN (Please Be Specific): _____

Completed By: _____ _____ Date: _____
Name Title

FACILITY DIRECTOR/COMMUNITY CARE SUPERVISOR USE

Copies sent to: 1) _____ 2) _____ 3) _____

Unusual Incident: ☐ Yes ☐ No. If Yes, complete Form DFY-2004. 74

DISTRIBUTION -- *Facility: White -- Youth Case File; Yellow -- Community Care Office; Pink -- Originator/Internal Distribution.*
Community Care Office: White -- Supervisor/Youth File; Yellow -- Facility; Pink -- Originator/Internal Distribution.

NOTE: Originator should send White and Yellow copies intact to the Facility Director/Community Care Supervisor.

ACTIVITY: Writing Mechanics

Purpose: To review some basic principles and practices of correct sentence structure and mechanics.

Directions: Review the information in the following pages and complete the exercises attached.

Because DFY logs and reports are legal documents subject to public scrutiny and because they are important in helping staff to do their jobs, it is important for them to be grammatically and structurally sound.

When writing doesn't conform to expected standards it works against your doing your job well and against the Division, for it has the potential to:

- confuse the facts,
- interrupt and prevent clear flow of thought,
- and make the writer appear less credible

The most important issues to address are:

- Sentence structure
- Minimal use of pronouns
- Punctuation
- Legibility
- Spelling

The following pages present some basic review of these.

Sentences

The basic formula for a complete, simple sentence is

Subject	-	Verb	-	Completer
S		V		C

A sentence needs to have at least a subject and a verb communicating a complete thought.

	S	-	V
e.g.	A - Unit		finished.

The completer supplies additional detail.

	S	V	C
e.g.	A - Unit	finished	chores.

Other words and phrases further complete the sentence with additional detail.

e.g. At 8:00 A-Unit finished chores without an incident

Problems in sentences in logs and reports can get in the way of clear communication.

Sentence Fragments

One problem occurs when a group of words is used like a sentence but it isn't.

e.g. After dinner.

A-Unit to breakfast.

Shower routine for the front hall.

Sentence Run-Ons

Another problem occurs when a group of words is used like a sentence but has too many words or sentences strung together.

e.g. A-Unit returned residents prepared to shower.

Pronouns

Pronouns are used as substitutes for nouns. Some examples are he, she, him, her, ours, yours, and their. Overuse of pronouns can be confusing. For example:

> "Resident Jones walked past Resident Smith. She bumped her arm and muttered something under her breath."

Questions: Who bumped whose arm?
Who muttered under her breath?

To be clear in the second sentence, the writer would need to use the residents' names.

Punctuation

Punctuation can help sentences communicate effectively. When punctuation is used well, it can clarify information. When not used well, it can confuse information and interrupt thought.

The most commonly used punctuation at DFY is:

- the period and question mark
- the comma
- quotation marks
- capitalization

<u>The Period and Question Mark</u>

Periods are used to end sentences. Questions are used at the end when a question is being asked. Is that right?

<u>The Comma</u>

Commas are used in sentences to separate and set off. They guide the reader's thought, and they promote clear communication.

<u>Quotation Marks</u>

Quotation marks should be used when directly quoting the words of residents and staff.

<u>Capitalization</u>

Capitals are used for names of people, facilities, units, cottages, programs, buildings. They are used for the first words in sentences.

Legibility

It's important to take the time to write legibly so that the information can be read.

Spelling

It's important to spell correctly so that the writing communicates correctly. You may keep a short "learning list" of words that you need to know how to spell for log entries or B/I/A reports. You could practice spelling these words once or twice a day.

Some hints that can help you memorize correct spellings are:

- Saying and spelling the word out loud
- Looking at the word, then closing your eyes and visualizing it
- Making up a rhythmic way of spelling the word
- Writing the word until you are certain of the spelling

Exercise: Writing Mechanics

Identify the following as a fragment, a run-on, or a sentence. Several also have punctuation, capitalization, and spelling mistakes. All sentences need correcting. Write each sentence correctly on the next page.

	S / F / R
1. While lining up to move up front I observed Mr Dean's gym bag was full a search reveeled.	1
2. Direct supervision at all times.	2
3. referred Jose Jome to YDC Clemente.	3
4. I axed him to give it to me.	4
5. The head phones he said.	5
6. This writer came down the stairs with youth he went up the stairs.	6
7. I went into Omar's room asked for lock he came out.	7
8. And looked under the sheet.	8
9. Charles became very disrespectfull to female staff.	9
10. To get his cleaning supplys.	10

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Behavior/Incident/Activity Report Editing Process

A. Revising Your Own Writing

1. Read your B/I/A Report silently.
2. Read it aloud to yourself.
3. Make any changes in pencil on your original Report.
   Do not rewrite the Report at this time.

B. Revising with a Partner

1. Choose an Editing Partner.
2. Read your Report aloud to your partner.
3. Exchange Reports and read your partner's report silently. (Do not write anything on your partner's report!)

   As you read the Report, ask yourself:
   - Does it clearly identify who was involved?
   - Does it identify where it took place? And when?
   - Does it completely, but concisely, describe what happened?
   - Is it accurate, as you remember the incident?
4. Give Feedback on Your Partner's Writing. (The author makes notes on his/her own report.)
   - Make one positive statement about the report.(The author responds.)
   - Give feedback to the author about parts of the report that could be strengthened; for example, "When I read _____, it wasnt' clear to me what you meant." or "Perhaps you could say more about _____."
   - Look at some writing mechanics:
     - Are pronouns used well? (minimal use)
     - Are there any run-on sentences?
     - Are there any sentence fragments?
     - Does the report use capital letters, commas, quotation marks, periods correctly?
     - Can you make spelling suggestions?
     - Is the writing legible?
5. Receive Feedback on Your Own Writing.
   - Acknowledge the positive statement about your writing.
   - Make notes on your Report in response to your partner's feedback.

C. Rewriting Your Report

Include all the editing changes.

COMPLETED B/I/A REPORT

State of New York
DIVISION FOR YOUTH
Form DFY 2079 (Rev. 11/89)

BEHAVIOR/INCIDENT/ACTIVITY REPORT

Check all that apply

☐ POSITIVE BEHAVIOR ☑ MISBEHAVIOR ☐ INCIDENT

☐ CONTACT ☐ OBSERVATION ☐ OTHER

FACILITY/COMMUNITY CARE OFFICE: [redacted] Rec Center ACTIVITY-- Date: [redacted] Time: [redacted] am pm
Name

SUBJECT OF REPORT (Person/Agency Involved): [redacted] [redacted]
Name (include agency/title, if applicable)

HOW REPORTED: ☑ In Person ☐ By Telephone ☐ By Letter or Memorandum

SPECIFICS OF REPORT/NATURE OF INCIDENT (Who, What, Where, How, Why, etc.): During Recreation time. [redacted] and [redacted] haved some problems with each others, I confront them about it But later around, I cam from behind and ear [redacted] challenge [redacted]. "Lets get it on", [redacted] respond was "Whatever", [redacted] became physically aggressive. At that point the two residents were ask to go to the back wich they did

Serious rule # 6

ACTION TAKEN OR TO BE TAKEN (Please Be Specific): 1 day "B" level for each resident, Loss of privileges

Completed By: [redacted] YDA II Date: [redacted]
Name Title

FACILITY DIRECTOR/COMMUNITY CARE SUPERVISOR USE

Copies sent to: 1) _____ 2) _____ 3) _____

Unusual Incident: ☐ Yes ☐ No. If Yes, complete Form DFY-2004.

DISTRIBUTION -- *Facility: White -- Youth Case File; Yellow -- Community Care Office; Pink -- Originator/Internal Distribution.*
Community Care Office: White -- Supervisor/Youth File; Yellow -- Facility; Pink -- Originator/Internal Distribution.

NOTE: Originator should send White and Yellow copies intact to the Facility Director/Community Care Supervisor.

BEST COPY AVAILABLE

ACTIVITY: Summary and Closure: Writing on the Job

Purpose: To conduct a personal self assessment.

Directions: Answer the questions below in the space provided.

---

1. Learnings: What did I learn?

2. Applications: How can I apply it on the job?

3. Areas for improvement: What/How Can Improve?

Additional Materials and Resources

If your agency decides to implement the *Essential Communication and Documentation Skills* curriculum, the additional materials that you could request from Rockefeller College include:

- *Essential Communication and Documentation Skills Assessment* video tape

Used to conduct the assessment process described in the curriculum modules, **Orientation** and **Final Assessment,** as well as to deliver the **Observation** and **Decision Making** modules, the video simulates incidents from actual juvenile justice facilities that a direct care worker might encounter at the work site. After viewing, the participant completes a series of workplace tasks that draws on skills from observation through documentation.

- *Guide to Contextualized Workplace Tutoring* and its accompanying *Affiliate Administrator's Guide*

The Guide to Contextualized Workplace Tutoring and The Administrator's Guide are guides to help Literacy Volunteers of America in developing contextualized tutoring programs for trainees who complete the *Essentials* curriculum and are in need of further educational assistance. Both guides were developed for this project but can be adapted to other workplaces. LVA is a nationwide volunteer program, providing tutors at no cost to individuals who are desirous of increasing their skill in reading and writing. The appendices of these guides include a list of valuable resources for anyone interested in pursuing the subject of contextualized instruction and workplace literacy.

- *Staff Decisions* videotape

Available from the New York State Division for Youth, Bureau of Staff Development and Training, for a small fee, this videotape of simulated workplace incidents can be used as a basis for exploring the decision making process instructed in the **Decision Making** module.

ORDER FORM

Rockefeller College Workplace Literacy Program
Professional Development Program
Rockefeller College
University at Albany
State University of New York
Richardson Hall, Room 381
135 Western Avenue
Albany, NY 12222

Attn: Staff, **Rockefeller College Workplace Literacy Program**
Telephone: (518) 442-5422
Fax: (518) 442-5768

MATERIALS AVAILABLE

- ☐ *Essential Communication and Documentation Skills* Assessment Videotape
- ☐ *Guide to Contextualized Workplace Tutoring for Volunteer Tutors*
- ☐ *Administrator's Guide to Implementing Contextualized Workplace Tutoring*
- ☐ Additional copy of the *Essential Communication and Documentation Skills* curriculum

Ship Material To

Name

Title

Agency

Address

Phone:

Comments

NYS DIVISION FOR YOUTH

ORDER FORM

Description of Material

"Staff Decisions" **Videotape Training Program and Facilitator's Manual (VHS only)**

Cost: $ 25.00 (includes shipping and handling)

Payment Information

☐ Postal Money Order ☐ Cashier's Check ☐ Voucher/Purchase Order (Enclosed)

Quantity: _____

Payment: $_____ (Enclosed)

Make Payable and Send To:

NYS DIVISION FOR YOUTH
Attention: Bureau of Staff Development & Training
52 Washington Street
Rensselaer, NY 12144

For Additional Information contact: Margaret W. Davis (518) 473-4474

Ship Material To:

Name: _____

Title: _____

Agency: _____

Address: _____

_____

_____

Telephone ( ) _____